

( January to March, 1924.  
April to July, 1924, in the Dominions. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and the Rev. H. Costley-White (Murray, 3/6), Vol. V., pp. 127-224 (538-433 B.C.); selected passages from *Ezra*, *Haggai*, *Zechariah* 3, 6, 8, *Nehemiah*, *Malachi*, *Esther*. *The Saviour of the World*,\* Vol. I. (P.N.E.U. Office, 3/-), pp. 55-104. *The Acts of the Apostles*,\* by E. M. Knox (Macmillan, 4/6), pp. 1-53, and the *Epistle to the Galatians* (Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas*\* (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 152-188. (c) *Helps to the Study of the Bible* (Oxford Press, 4/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 73-99, with lesson on Easter. Teachers may find useful for Confirmation Classes, *Lessons on the Way*, by the Rev. Percy Dearmer, Vol. I. (S.P.C.K., 3/6).

For Sunday reading (optional):

Paterson Smyth's *Life and Letters of St. Paul* (Sampson Low 3/6), pp. 1-75. Keble's *Christian Year* (Oxford Press, 2/6), or, any edition. *Our Bible in the Making*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 2-75. *François Coillard*, by E. Shillito (S.C.M., 5/-).

† The 98th term of work set since the Parents' Union School began.



For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1924). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

#### Writing.

Choose and transcribe passages from Shakespeare's *Richard II.*,\* and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; 194-205.)

Essays on subjects in "Literature," or, on the news of the week from a newspaper, or, on some historical or allegorical subject from the Programme, etc. Verses, *not doggerel* (note metre of poems set for this term), on current events and on characters in the term's reading and upon historical characters. Write dialogues between any characters taken from the term's reading.

Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

#### English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue*\* (4/-), pp. 158-171 and 194-205.

Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 607-655. Shakespeare's *Richard II.*\* (Blackie, Plantext, 6d.). Scott's *Count Robert of Paris* (Dent, 2/-). Lamb's *Schooldays and other Essays*\* (Blackie, 1/-). *An Anthology of English Lyrics* (Methuen, 3/6): contemporary poets.

#### English History.

Gardiner's *History of England*\* (Longmans, 6/6), Vol. III., pp. 875-948 (1815-1856), or *A History of England*, by R. B. Mowat, Section 3a (Oxford Press, 6/-), pp. 661-783. Begin a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events. Take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

#### General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), pp. 564-606 (1815-1856), (omit questions), or, *Lord's Modern Europe* (Marshall, 5/-), 1815-1856. *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 445-532 (omit questions). Continue a Book of Centuries\* (P.N.E.U. Office, 2/3), putting in illustrations from all history studied: see Notes by Miss Bernau (P.N.E.U. Office, 4d.).

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 95-117. North's Plutarch's *Lives: Pyrrhus* (Dent, Vol. IV., 2/-): teacher to read with omissions. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Citizenship*,\* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 48-90 (narration instead of questions).

#### Geography.

The Ambleside Geography Books, Book V.\* (P.N.E.U. Office, 5/), pp. 268-325. *Our Guardian Fleets in 1805*,\* by H. W. Household (Macmillan, 3/-), pp. 1-30, or, read from *Six Months in the Sandwich Islands*, by Mrs. Bishop (Murray, 6/-).

Know something about foreign places coming into notice in the current newspapers: see Appendix to Geography Book IV.\* (P.N.E.U. Office, 9d.). Ten minutes' exercise on the map of Europe every week. Philips' *Modern School Atlas of (a), Comparative Geography* (5/-), (b), *Commercial Geography* (3/6), or together 7/6, may be used. See also tests under P.U.S. Scouting (P.N.E.U., 6d.), or, "Guiding."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

#### Natural History and Botany.

*Winners in Life's Race*,\* by Mrs. Buckley (Macmillan, 6/-), pp. 43-88. *Elementary Studies in Plant Life*,\* by F. E. Fritsch (Bell, 3/6), pp. 42-74; 81-90; 97-101; 177-181. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work take some special January to April study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6), e.g., leaf-buds and growth of seedlings. See also tests under "Guiding."

#### General Science.

*First Year of Scientific Knowledge*,\* by Paul Bert (Relfe, 5/-), pp. 192-234. *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 1-33.

#### Hygiene and Physiology, Domestic Economy.

*A Health Reader*,\* by W. H. Abrahall (Cassell, 3/-), pp. 1-54 and 137-179.



**Arithmetic.**  
Pendlebury's *New Shilling Arithmetic*\* (Bell, 2/3), pp. 124-131: Simple and Compound Interest. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).  
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).  
Teacher may find useful *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

**Geometry.**  
*A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 180-197; 200-204, and revise 158-180. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

**Algebra.**  
*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 77-82; 90-92; 95-100, or continue.

**German.**  
*Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 22-25, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Grimm's *Märchens* (Blackie, 9d.),

or, preferably, **Italian.**

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), Exercises 35 and 36; 42-44, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, six stories from *Cento Racconti per Fanciulli* (P.N.E.U. Office, 1/8).

**Latin.**  
*Limen*,\* Part I. (Murray, 2/6), pages 142-172, with corresponding exercises. Revise grammar, pp. 118-141. Narration of continuous passages.

**French.**  
*Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Voyage au Centre de la Terre*, by Jules Verne (Blackie, 1/-). Read several poems and learn one from *A Book of French Verse*, by Marc Ceppi (Bell, 2/-).

**Drawing.**  
Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).  
Studies of birds from nature, teacher following method in *The Art of Drawing*, Album 6 (Philip & Tacey, 1/3). Illustrations of scenes from Literature. Memory drawing. Study, describe (and draw from memory details of) six reproductions\* of pictures by Leonardo da Vinci (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for January, 1924. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

#### Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two hymns by Newman or Keble. Psalms 90 and 91. A scene from Shakespeare. A poem by Shelley and one by Keats.

#### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), Books 1-4 inclusive (to be read by teacher, with omissions). *Silas Marner*, by George Eliot (Nelson, 1/6).

#### Musical Appreciation.

See Programme of Music (Moussorgsky and Borodin), *Parents' Review*, January, 1924: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-).

#### Singing (see Programme of Music and Aural Training).

Three French songs, *French Songs with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term 1.

#### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs in Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). *Ex-Students*, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

#### Work.

Do some definite house or garden work. Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). Frame your pictures with glass and passe-partout. *Simple Garments for Children*, by E. Synge (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Leather modelling from *Artistic Leatherwork*, by E. E. Carter (Spon, 3/6). *Designs for Artistic Leatherwork*, Elementary, Part I., by E. E. Carter (Spon, 2/6). Cooking: *The Tried Favourites' Cookery Book* (Marshall, 2/6). Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 6d.). See also "Guiding," or, P.U.S.



"Scouting" (P.N.E.U. Office, 6d.). All girls should take the First Aid and Housecraft Tests. Help the "Save the Children Fund"; for particulars apply to 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders, should be sent to The Director, P.U.S., House of Education, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

**N.B.**—It is hoped that a P.U.S. Children's Gathering will be held in Canterbury in September, 1924. Members are asked to follow the papers and notes in this connection which will appear in the *Parents' Review* next year. All children, whether they can be present or not, will be asked to send work.

N.B.—The Examination may be postponed for a week, if necessary.

Examination 98.

M<sub>4</sub>

# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

### FORM IV.

PUPILS' NAMES .....

#### Bible Lessons.

- I. 1. Why did Cyrus authorise the return of the Jews? Give the substance of his proclamation. In what ways did Cyrus assist the Jews in this matter?
2. Describe the arrival of Nehemiah at Jerusalem, and the building of the wall.
3. Give a brief sketch of the work of the Prophets Haggai and Zechariah.
- II. 1. Why is "The Acts of the Apostles" such an important book? Who is supposed to be the author, and why?
- or, 1. Give some account of St. Peter's sermon on the Day of Pentecost. What use does he make of prophecy?
2. Mention some of the arguments by which St. Paul tries to win back the "foolish Galatians."
3. Give an account of our Lord's third temptation. Show how this temptation may come to us, and how we must guard against it.

#### Writing.\*

Write ten lines of poetry from memory.

#### Dictation.\*

The verse at the heading of chapter II. of "Count Robert of Paris."

\* These subjects are marked on the whole of the papers.

#### Composition.

1. Some lines, which must scan, on one of the following,—  
Sound, Princess Anna Comnena, Archimedes,  
"Pallas."
2. An essay, in the style of Lamb, on one of the following,—  
"Eppie," the first sights and sounds of Spring,  
dream-children, "Tom Pry."



### English Grammar.

1. Analyse, parsing the words in italics,—  
“*Oft of one wide expanse had I been told  
That deep-brow'd Homer ruled as his demesne  
Yet did I never breathe its pure serene  
Till I heard Chapman speak out loud and bold.*”
2. How many kinds of verse do you know? Give (in quotations) examples of each.
3. Show how the following words (*a*), have changed in meaning, (*b*), are disguised in form: (*a*), *awkward*, *guinea*, *prevent*, *pencil*, *clumsy*, *explode*; (*b*), *hawthorn*, *dandelion*, *caterpillar*, *coward*, *nostrils*, *porpoise*.

### Literature.

1. Write a short account of (*a*), Shelley, or, (*b*), Carlyle, and his work.
2. Give a short description, after Scott, of (*a*), the Varangian strolling at the Golden Gate, or, (*b*) the Imperial Council Blaquemal.
3. Describe a scene from *Richard II.* in which John of Gaunt appears.

### English History.

1. By what steps did the Reform Bill become an Act? What were its provisions?
2. Write notes on the following in the early years of Queen Victoria,—the Poor Law, the Roads, the Factory Act, Chartism.
3. Give an account of the Siege of the Crimea and of the end of the war.

### General History.

1. What changes did the provisions of the Congress of Vienna make in the map of Europe?
2. Show that the Industrial Revolution was due to mechanical inventions. Contrast and compare some of these with the practical inventions in the Hellenistic Age.
3. Give some account of the scientists, libraries, and commerce of Alexandria in the Hellenistic Age.

### Citizenship.

1. Show that Pyrrhus used peace and war not according to right and justice but for his private profit.
2. Write a short essay on (*a*), kindness, or, (*b*), generosity, giving instances from your reading.
3. The Labour Party are, by election, entitled to govern the State. How is this government carried on?

### Geography.

1. Give a map of Australia, putting in the boundaries, divisions, and chief physical features. Describe

2. “Commerce is simply the exchange of commodities between different nations.” Explain and illustrate.
3. Describe briefly, with maps, the “watching” carried out by the Channel and Mediterranean Fleets in 1805, or, write a letter as from Hawaii.
4. Mention some of the causes which affect climate.

### Natural History.

1. Describe fully, with diagrams, (*a*), the growth of the seedlings you have watched, (*b*), the bud scales on the twigs of the sycamore and the ash.
2. How do plants feed?
3. Describe fully a backboned animal that passes from a water-breathing to an air-breathing condition.

### General Science.

1. Mention six ideas about matter which we may gather from (*a*), a table and (*b*), a burning candle. What answer do men of science give to the question,—What is matter? Why?
2. What do we understand by the refraction of light? Give examples.
3. What is a lens? Mention different kinds of lenses and their uses.

### Hygiene and Physiology.

1. Explain, with a diagram, the action of the juices of the Liver, Pancreas and Intestine.
2. How are we guarded against bacteria? Mention some of the precautions we must take ourselves.

### Picture Study.

Describe Leonardo's “La Gioconda.”

### Arithmetic.

1. Find the cost of painting the wainscoting, which is  $4\frac{1}{2}$  ft. high, in a room 26 ft. by 17 ft. 9 in., paint costing 6/6 per square yard.
2. On what day will the Simple Interest on £80 16s. 8d., lent on April 1st, amount to £1 2s. 0d. at  $7\frac{1}{2}\%$ ?
3. Find the difference between the Simple and Compound Interest on £635 12s. 0d. for 4 years at 3%.

### Geometry.

1. The angle in a semi-circle is a right angle.
2. In a given circle to inscribe a triangle equiangular to a given triangle.
3. An equilateral triangle and a regular hexagon are inscribed in a given circle, and *a* and *b* denote the length of their sides: prove that (i.) area of triangle =  $\frac{1}{2}$  (area of hexagon); (ii.)  $a^2 = 3b^2$ .



Algebra.

1. A cart loaded with coal weighs *a* tons; if it holds *b* cwts. what is the weight of the cart in lbs.?
2. How far will a man be from his starting point after walking west for 6 miles and then north for four?
3. The difference between two numbers is 12; if 1 be added to the greater the result will be twice the smaller; find the number.

German.

1. Tell a short fairy-story in German.
2. Give, in sentences, examples of 4 separable and 4 inseparable verbs, using the present and perfect tenses of each.
3. Parse fully p. 98 (Siepmann), lines 7-9 (*Es wurde* to *zuvorzutun*),

or, Italian.

1. Tell a short story in Italian.
2. Translate Ex. XXXVI., p. 91, the last eight sentences.
3. Show how Italian words can be changed in meaning by means of suffixes, and give examples in sentences.

Latin.

1. Write, in Latin, a short account of the death of Cæsar.
2. Translate Ex. (d), p. 168, sentences 3-5 inclusive.
3. Give, in sentences, the Superlative of the adjectives: *audax, celer, dubius, utilis, similis, pulcher*.

French.

1. Describe, in French, (*a*), an incident from *Le Voyage au Centre de la Terre*, or, (*b*), *Un Naufrage*.
2. Translate Ex. II., p. 170 (Siepmann), sentences 1-9, inclusive.
3. Make 5 sentences, using the verbs *vaincre, suivre, se taire, conduire, plaire*, introducing possessive or demonstrative pronouns.

Drawing.

1. An original illustration for *Count Robert of Paris*, with title.
2. A sketch for,—“The rooks with busy caw,  
Foraging for sticks and straw.”

Musical Appreciation.

1. Give a short account of Borodin. Mention his chief works, and say something about one composition you have heard.
2. What compositions of Moussorgsky's have you heard? Describe two of them.

Recitations.\*

Father to choose two Bible passages of ten verses each, a hymn by Keble, a poem by Keats, and a scene from *Richard II.*, or, *Count Robert of Paris*.

Reading \*

Father to choose a poem and a leading article from a newspaper.

Music.\*

Examine in work done.

Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

Drill.\*

Report progress.

Work.\*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 24th. Papers to be posted on Saturday, the 29th, *with no other enclosure*. (Please note that the examiners take 7 weeks.)

2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations and total to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (*a*) there is no numbered list of the subjects sent for examination, (*b*) the papers for each child are not fastened together, or (*c*) the name of the *member* does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.